

## Aggression

### Theories of aggression

#### Instinct (trait perspective)

- aggression is genetically inherited
- the trait of violence lies within everyone.

#### Social learning

- Bandura 1966
- aggression is not biologically based
- nurtured through environmental forces
- learned by watching and replicating role models.

#### Frustration-aggression hypothesis

- interactionist perspective
- frustration develops when goal-directed behaviour (NAch) is blocked
- instinctive to fulfil the need to release frustration.

#### Aggression cue hypothesis

- frustration leads to an increase in arousal and may result in aggression
- cues: violent acts being witnessed
- nature of game will trigger aggression if arousal is high.

Assertion is behaviour that is intended but non-violent, controlled and within the rules.

## Social facilitation

The presence of an audience will have an impact on arousal levels and will affect performance. Sometimes the positive effect is called social facilitation and the negative social inhibition. However, we will consider the presence of the audience as social facilitation.

**Drive theory:** the presence of others (audience) increases arousal and competitive drive.

**Evaluation apprehension theory:** in some circumstances the audience can have a calming effect.

**Distraction/conflict theory:** individuals can only attend a limited number of environmental cues.

**Home field advantage:** large, supportive home crowds have a positive effect on performance.

Aggressive behaviour tends to be the consequence of one or more contributors:

- nature of the game
- crowd
- frustration
- past experiences
- level of competition
- rewards.

Aggression can be classified into three forms.

1. Hostile (or reactive), aim: to harm or inflict injury.
2. Instrumental (or channelled), aim: execution of skill, there is an intention to harm.
3. Assertive behaviour, aim: execution of skill.

- **Instinct theory (trait perspective):** Aggression is genetically inherited. The violent trait lies within everyone, aggressive energy constantly builds up and needs to be released.

- **Social learning theory, Bandura 1966:** Aggression is not biologically based, it is nurtured through environmental forces. Violence is learned by watching and replicating role models.

- **Frustration-aggression hypothesis:** Interactionist perspective, frustration develops when goal-directed behaviour (NACH) is blocked, it is instinctive to fulfil the need to release frustration: aggression = successful = catharsis; aggression = unsuccessful = more frustration.

## Attitudes

**Origins of attitudes:** prejudice and stereotyping.

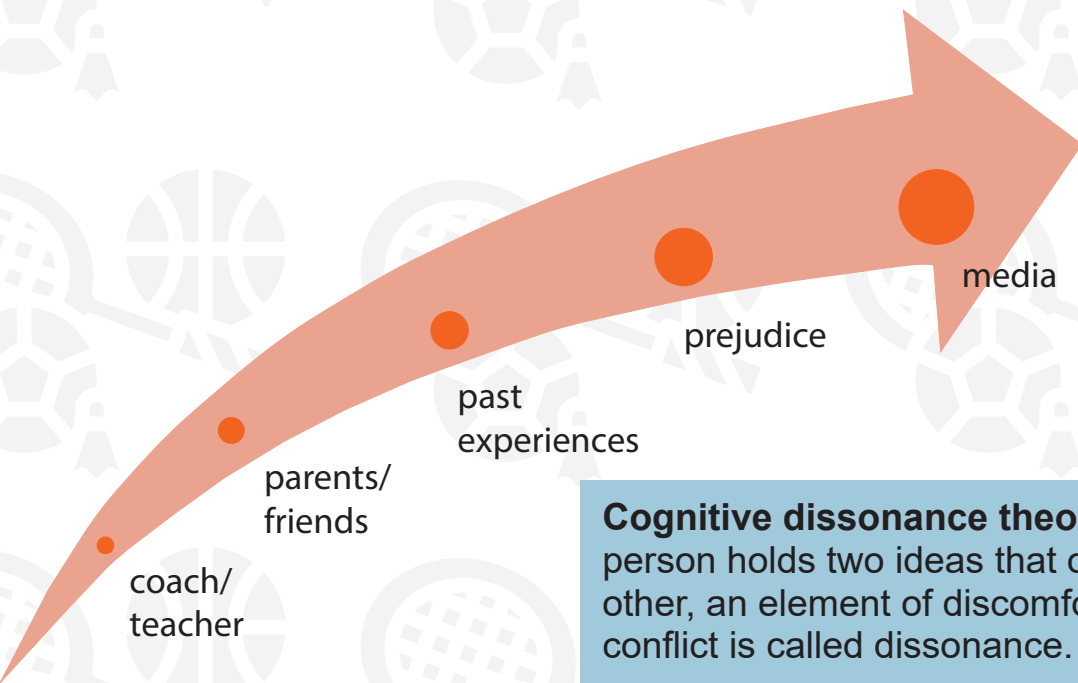
**The components of attitudes:** triadic model (cognitive, affective and behavioural).

**Changing attitudes including:** negative to positive e.g. use of cognitive dissonance, persuasion.

There are three components of attitude:

1. **Cognitive:** knowledge and beliefs about the subject.
2. **Affective:** positive or negative emotions and feelings toward the object.
3. **Behavioural:** the intended behaviour towards the subject.

Attitudes are mainly formed through experiences. There are several factors that influence attitudes:



**Cognitive dissonance theory (Festinger):** If a person holds two ideas that oppose and conflict each other, an element of discomfort arises. Emotional conflict is called dissonance.

### Persuasive communication

In the coaching environment there are several factors that need to be considered before someone will change their attitude:

- the persuader needs to be expert
- the message needs to be clear
- the recipient needs to be open to change
- the situation needs to be safe and non-threatening.

## Group dynamics and leadership

Formation of groups including forming, storming, norming and performing.

Interaction, interdependence, interpersonal relationships, identical norms/goals/values, identity and independence.

The nature of a group/team in terms of mutual awareness, common goal and interaction.

Team motives can vary; members can be socially motivated or task motivated.

- Task and social cohesion, group cohesion and group productivity.
- How groups become cohesive teams with strategies for facilitating this process.
- Issues relating to group size: the Ringlemann effect and social loafing.
- Theories of leadership including: great man theory, Fiedler's contingency theory and prescribed and emergent leaders.
- Leadership styles including: autocratic, democratic, *laissez-faire*.
- Chelladurali's multi-dimension model of leadership; variations of leadership style depending on a) the situation, b) member characteristics, c) personality of the leader.

## Attribution theory

### Attribution theory (Weiner)

Coaches and players tend to put success or failure into four classifications, or combinations of them: ability, task difficulty, effort and luck. The diagram below explains Weiner's Attribution Model:

		Locus of causality	
		Internal	External
		<b>Control of performer</b>	<b>Beyond control</b>
Stability	Stable <b>Fixed – don't change</b>	<b>Ability</b> 'We were more skilful'	<b>Task difficulty</b> 'Opposition better standard'
	Unstable <b>Vary with time</b>	<b>Effort</b> 'We tried hard'	<b>Luck</b> 'Pitch didn't suit us'